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ABSTRACT

Intended to provide a basis for workshops involving teachers of exceptional children in regular classroom settings, the inservice training packet focuses on three basic areas of classroom/behavior management--assessment for individualized instruction, motivation, and reward. A brief outline describes the workshop in terms of target population, length, rationale, and areas covered. The document is divided into four main sections: assessment (which includes checklists and tests for evaluating reading, math, and spelling skills); motivation (which includes an inventory of attitudes and interests and a list of suggested motivators); reward (an inventory of reward preference and a list of suggested reinforcers); and considerations for behavior management (which includes information on procedures for classroom management, praise, reinforcement, informal token systems, and punishment). Also provided is a table of expectancy schedules. (SBH)

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BEHAVIOR MANAGEMENT

HIS SHAPING PROGRAM BEGAN WITH SMALL JUMPS. HE HAD TO STAY OFF THE GROUND LONGER THAN THE PREVIOUS TRIAL FOR A REINFORCEMENT.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOR THE IDENTIFIED EXCEPTIONAL STUDENT IN YOUR CLASSROOM

9 OUT OF 10
KIDS NEED IT

MR. HERB A. SANG
SUPERINTENDENT

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DIRECTOR OF EXCEPTIONAL
STUDENT PROGRAM

FLRS/CROWN
SERVING: CLAY,
DUVAL, NASSAU
AND ST. JOHNS COUNTIES

EC092862

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INTRODUCTION

THE FLRS/CROWN INSERVICE TRAINING PACKET FOR BEHAVIOR MANAGEMENT IS DESIGNED TO PROVIDE A FOCAL POINT AROUND WHICH WORKSHOPS CAN BE ORGANIZED; IT IS DESIGNED SPECIFICALLY FOR TEACHERS WHO WORK WITH EXCEPTIONAL CHILDREN IN A REGULAR CLASSROOM SETTING.

THE WORKSHOP TAKES A MINIMUM OF ONE HOUR AND IS GEARED TO INVOLVE THE TEACHER IN THREE BASIC AREAS OF CLASSROOM/BEHAVIOR MANAGEMENT: ASSESSMENT FOR INDIVIDUALIZED INSTRUCTION, MOTIVATION AND REWARD. IN ADDITION TO THE WORKSHOP OUTLINE, THE COMPLETE PACKET PROVIDES THE TEACHER WITH THE NECESSARY INFORMATION FOR IMPLEMENTATION.

FLRS/CROWN WOULD LIKE TO ACKNOWLEDGE THE SUPPORT AND CONTRIBUTIONS OF MRS. JULIA WICKERSHAM, DIRECTOR OF EXCEPTIONAL STUDENT PROGRAMS FOR DUVAL COUNTY. DR. CLINT VAN NAGEL, DEPARTMENT OF SPECIAL EDUCATION, UNIVERSITY OF NORTH FLORIDA, PROVIDED MANY MATERIALS INCLUDED IN THE PACKET; THE GENERAL FORMAT CLOSELY FOLLOWS HIS APPROACH TO THIS TOPIC.

FLRS/CROWN
JACKSONVILLE, FLORIDA
SPRING, 1976

CLASSROOM MANAGEMENT: "WORKING WITH THE EXCEPTIONAL CHILD IN YOUR CLASS"

AN OUTLINE FOR THE CONSULTANT TO FACILITATE FACULTY DISCUSSION

TARGET: REGULAR CLASSROOM TEACHERS WHO WORK WITH EXCEPTIONAL CHILDREN IN THEIR CLASSROOMS.

LENGTH: ONE-TWO HOURS PLUS FOLLOW-UP

RATIONALE:

TO PROVIDE REGULAR EDUCATION TEACHERS WITH PRACTICAL TECHNIQUES FOR CLASSROOM/BEHAVIOR MANAGEMENT AS IT RELATES TO THE EXCEPTIONAL CHILD

I. BEHAVIOR MANAGEMENT

A. ASSESS: USING SIMPLE HIERARCHIES, DETERMINE PRECISELY WHERE THE CHILD IS ACADEMICALLY. DO NOT TEACH BEYOND (OR BELOW) THAT POINT.

*I. MANY BEHAVIOR PROBLEMS ARE A DIRECT RESULT OF CHILD'S FRUSTRATION/FAILURE BECAUSE HE IS EXPECTED TO DO WHAT HE CANNOT DO.

B. MOTIVATE: USE CHECKLISTS TO DETERMINE CHILD'S AREA OF INTEREST. TEACH THE CHILD THROUGH HIS INTERESTS.

*I. CHILDREN OFTEN ACCIDENTALLY DEVELOP SKILLS AND LEARN MANY THINGS WHILE PURSUING A VERY SPECIFIC AREA OF INTEREST. IF CHILDREN ARE INVOLVED AND PERSONALLY INTERESTED IN WHAT THEY ARE DOING, BEHAVIOR PROBLEMS ARE LESS LIKELY TO OCCUR.

C. REWARD: DETERMINE THROUGH SURVEY WHAT A CHILD SEES AS REWARDING. THIS CANNOT BE ASSUMED. USE SINCERE AND CONSISTENT POSITIVE REINFORCEMENT.

*I. BEHAVIOR WHICH IS REWARDED WILL INCREASE. A CHILD WHO CAN RECEIVE ATTENTION IN APPROPRIATE WAYS WILL NOT HAVE THE NEED TO SEEK IT INAPPROPRIATELY.

A) PARTICIPANTS WILL ROLE-PLAY TO DEMONSTRATE SITUATIONS INVOLVING POSITIVE REINFORCEMENT, NEGATIVE REINFORCEMENT, AND PUNISHMENT.

READING ACHIEVEMENT CHECKLIST

The teacher uses the checklist after she has had enough time to become sufficiently acquainted with the youngster's functioning to make a valid judgement. This is usually after the first six weeks of the school year. The functioning levels shown at the right side of the page are defined as follows:

FRUSTRATING - on this level the child cannot manage the task at any level and experiences frustration when pressed to do so.

ACHIEVING - on this level the child makes frequent errors and is aware of them, but make spontaneous efforts to correct them. We often refer to this level as the feedback level or instructional level.

ESTABLISHED - this is achieved when the child manages a task without stress, with few errors, with adequate speeds and can sustain effort independently.

These checklists also serve as a guide in programming individual instructional plans in reading.

You may use Dolch's 220 words divided into the easier and harder groupings. These words are used as a spelling list and are supplemented by Dolch's list of nouns and words for the children's daily experience reading.

CHECKLIST

NAME _____ DATE _____

Please check (✓) child's achievement below in column that describes his capacity to perform using a red pencil for first evaluation (Fall) and a blue pencil for second (Spring).

	FRUSTRATING	ACHIEVING	ESTABLISHED
I. WORD PERCEPTION SKILLS			
A. Can recognize approximately 85% of sight vocabulary	_____	_____	_____
B. Child shows that he tries to use context clues.	_____	_____	_____
C. He can use the beginning consonants to recognize words (including ch, sh, th, wh)	_____	_____	_____
D. He can use the final consonants to recognize words	_____	_____	_____

	FRUSTRATING	ACHIEVING	ESTABLISHED
E. Child recognizes compound words made up of two known words	_____	_____	_____
F. Vowels - known long forms			
Vowels - known short forms			
Phonetic rules			
1. Two vowels next to each other- *coat, eat, rain*	_____	_____	_____
2. "e" at the end of a word- *cake, like*	_____	_____	_____
3. Two "o's" next to each other *look, soon*	_____	_____	_____
4. Two "e's" next to each other *seen, sweet*	_____	_____	_____
5. ar; er, ir, or, ur; ay	_____	_____	_____
6. ou, ow; oi, oy; ow	_____	_____	_____
7. When "y" is a consonant -- *you, yes*	_____	_____	_____
8. When "y" is a vowel -- b*y*, m*y*; puppy, lady, pony	_____	_____	_____
G. Child can substitute beginning and final consonants	_____	_____	_____
H. Child sees little words within larger words	_____	_____	_____
I. Syllabication			
1. Has an awareness of visual clues that aid in determining accented syllables in a word	_____	_____	_____
2. Can apply structural analysis to determine syllables in a word	_____	_____	_____
3. Can recognize root words and apply endings	_____	_____	_____

DIRECTIVE TEACHING ARITHMETIC ASSESSMENT

Use these problems to assess children's arithmetic skills. Select a task that you have reason to beleive the child can do easily. Discontinue assessing when the child falls below the instructional criterion level, as represented by the second fraction, on two consecutive tasks.

The first fraction on the criterion level line indicates learned or mastery level. Children who score at that point or higher demonstrate mastery of that skill. Those who score below the instructional level do not have the prerequisite skills to learn that skill with ease.

TASK: To match picture symbols with number symbols.

CRITERION: 9/10 - 7/10

DIRECTIONS: See these (pointing to left column)? Count the number in each line and draw a line to the number is this column (pointing to the right column).

* * * * * * * * *	6
X X X	2
* * * * *	1
- -	3
#	5
X X X X	1
*	4
X X X X X X X X	8
- - - - - - -	7
# # # # # # #	9

TASK: To write number symbols in representing quantity.

CRITERION: 9/10 - 7/10

DIRECTIONS: Count these figures and write the number on the line.

X X X _____

X X X X X _____

X X _____

X X X X _____

X X X X X X X X _____

X X X X
X X X
X X X X _____

X _____

X X X X X X _____

X X X X _____

TASK: To write number symbols in representing quantity.

CRITERION: 9/10 - 7/10

DIRECTIONS: Count these figures and write the number on the line.

X X X _____

X X X X X _____

X X _____

X X X X _____

X X X X
X X X X _____

X X X X
X X X
X X X X _____

X _____

X X X X X X _____

X X X X X _____

TASK: To indicate knowledge of number sequence.

CRITERION: 9/10 - 7/10

DIRECTIONS: Tell me the numbers that are missing.

1____3 3____6____ ____9____.

____2____ ____5____7____9 10.

TASK: To indicate value of coins.

CRITERION: 6/6 - 4/6

DIRECTIONS: I will read the problem and the pssible answers. You tell me which answer is <u>correct</u>.

There are 5 pennies in:
1 dime
1 nickel
1 quarter

There are 10 pennies in:
1 dime
1 nickel
1 quarter

There are 5 nickels in:
1 dime
1 nickel
1 quarter

There are 2 nickels in:
1 dollar
1 dime
1 quarter

There are 100 pennies in:
1 dollar
1 dime
1 quarter

There are four quarters in:
1 dollar
1 dime
1 half dollar

TASK: To add one step problems.

CRITERION: 10/20 - 15/20

DIRECTIONS: Add these problems.

$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$

TASK: To subtract one place problems

CRITERION: 14/15 - 11/15

DIRECTIONS: Subtract these problems.

$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$

TASK: To add two step problems.

CRITERION: 14/15 - 11/15

DIRECTIONS: Add these problems.

11 +3	15 +4	16 +2	9 +11	17 +2
18 +1	19 +1	10 +7	12 +6	16 +3
17 +1	16 +3	13 +6	17 +2	14 +5

TASK: To subtract two place problems without borrowing.

CRITERION: 14/15 - 11/15

DIRECTIONS: Subtract these problems.

16 -4	28 -23	58 -38	45 -40	53 -22
15 -11	17 -16	29 -13	17 -12	95 -43
31 -20	14 -3	19 -11	67 -14	77 -41

TASK: To add column.

CRITERION: 11/12 - 9/12

DIRECTIONS: Add these problems.

23 14 +13	16 11 +12	17 11 +11	14 11 +13
10 19 +10	15 12 +11	10 12 +13	11 16 +12
12 13 +11	16 11 +12	12 13 +14	16 10 +12

TASK: To carry in addition.

CRITERION: 14/15 - 11/15

DIRECTIONS: Add these problems.

14 +6	15 +7	12 +8	9 +12	17 +3
18 +9	15 +6	17 +4	18 +3	19 +2
16 +5	11 +9	13 +8	14 +7	13 +9

TASK: To subtract problems requiring borrowing.

CRITERION: 14/15 - 11/15

DIRECTIONS: Subtract these problems.

53 -27	63 -59	345 -226	372 -133	782 -535
480 +326	26 -19	801 -719	320 -156	814 -317
79 -83	25 -16	77 -69	43 -24	707 -218

TASK: To carry in column addition.

CRITER'ON: 11/12 - 9/12

DIRECTIONS: Add these problems.

84 16 +10	16 15 +11	17 12 +13	18 12 +14
19 15 +17	16 12 +14	18 13 + 9	17 5 +17
21 18 +14	5 14 +17	11 19 + 8	16 12 +17

SPELLING ASSESSMENT

IDENTIFYING BEHAVIORS

_____ Spells according to own rules.
_____ Pairs sounds to letters incorrectly.
_____ Blends sounds incorrectly.
_____ Gives up when asked to spell.

1.0 Says what sound the written letters m, p, b, make
2.0 Points out which letter in a word makes a given sound
3.0 Verbalizes which letter in a word makes a given sound (e.g., says "p" in pat)
4.0 Write letter when its name is spoken (e.g., write p)
5.0 Writes letter when its sound is spoken
6.0 Says what sound the written letters h, w, wh, make
7.0 Points out which letter(s) in a word makes a given sound
8.0 Verbalizes which letter(s) in a word makes a given sound
9.0 Writes letter(s) when its name is spoken
10.0 Writes letter(s) when its sound is spoken
11.0 Says what sound the written letters t, d, c, k, g, f, v, make
12.0 Points out which letter in a word makes a given sound
13.0 Verbalizes which letter in a word makes a given sound
14.0 Writes letter when its name is spoken
15.0 Writes letter when its sound is spoken
16.0 Says what sound the written letters l, r, n, j, y, s, z, x, make
17.0 Points out which letter makes a given sound
18.0 Verbalizes which letter makes a given sound (e.g., says "r" in rat)
19.0 Writes which letter makes a given sound (e.g., writes r)
20.0 Writes letter when its sound is spoken
21.0 Says what long sound the written letters a,e,i,o.u,y, make
22.0 Says what short sound the written letters a, e, i, o, u, y, make
23.0 Points out which letter in a word makes a given sound (e.g., points to "a" in pat)
24.0 Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat)
25.0 Writes letter when its name is spoken
26.0 Writes letter when its sound is spoken (e.g., writes a for a, a)
27.0 Says what sound the following written blends make: the pl, st, gr, bl, kn,(see booklet) (see booklet)
28.0 Points out which letters in a word make a given sound (e.g., points to "sp" in spat)
29.0 Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat)
30.0 Writes letters when their sound blend is spoken
31.0 Says what sound vowel diphthongs ou, oi, oo make
32.0 Points out which letters in a word make a given sound (e.g., points to ou in out)
33.0 Verbalizes which letters in a word make a given sound (e.g., says ou in out)
34.0 Writes letters when diphthong sound is spoken
35.0 Decodes initial consonant of a word
36.0 Decodes initial and final consonants of a word
37.0 Decodes initial, final and medial consonants of a word
38.0 Decodes initial, final and medial vowels of a word
39.0 Spells familiar one-syllable words
40.0 Spells meaningful units

41.0 Decodes familiar multi-syllabic words by breaking them into meaningful unit/letter sounds.
42.0 Blends letters and meaningful units to spell familiar multi-syllabic words as a unit
43.0 Spells unfamiliar (unknown spelling) one-syllable words
44.0 Spells unfamiliar multi-syllabic words
45.0 Spells words which are similar in consonant sounds
46.0 Spells words which are similar in vowel sounds
47.0 Spells similar words correctly when context provided
48.0 Spells homonyms correctly when context provided (e.g., ate, eight)
49.0 Spells aloud or writes according to conventional standards
50.0 Uses dictionary to locate spelling of unfamiliar words

DIAGNOSTIC SPELLING TEST *

DIRECTIONS FOR DIAGNOSTIC SPELLING TEST:

Give list 1 to any pupil whose placement is second or third grade.
Give list 2 to any pupil whose placement is above Grade 3.

GRADE SCORING, List 1

Below 15 correct:	Below second grade
15-22 correct:	Second grade
23-29 correct:	Third grade

Any pupil who scores above 29 should be given the List 2 Test.

GRADE SCORING, List 2

Below 9 correct:	Below third grade
9 - 19 correct:	Third grade
20 - 25 correct:	Fourth grade
26 - 29 correct:	Fifth grade
Over 29 correct:	Sixth grade or better

Any pupil who scores below 9 should be given the List 1 Test.

ANALYSES OF SPELLING ERRORS. Since many pupils memorize the sequence of letters in spelling words and do not apply phonetic and structural generalizations to spelling, no spelling test of this kind can ever be accurately diagnostic. However, some clues to the pupil's familiarity with these phonetic and structural generalizations can be observed by noting how he spells the common elements indicated on the last page.

* *from:* Kottmeyer, W. *Teacher's Guide for Remedial Reading.* St. Louis: McGraw-Hill, 1955.

DIAGNOSTIC SPELLING TEST

LIST 1

Word — Illustrative Sentences

1. not--He is <u>not</u> here.
2. but--Mary is here, <u>but</u> Joe is not.
3. get--<u>Get</u> the wagon, John.
4. sit--<u>Sit</u> down, please.
5. man--Father is a tall <u>man</u>.
6. boat--We sailed our <u>boat</u> on the lake.
7. train--Tom has a new toy <u>train</u>.
8. time--It is <u>time</u> to come home.
9. like--We <u>like</u> ice cream.
10. found--We <u>found</u> our lost ball.
11. down--Do not fall <u>down</u>.
12. soon--Our teacher will <u>soon</u> be here.
13. good--He is a <u>good</u> boy.
14. very--We are <u>very</u> glad to be here.
15. happy--Jane is a <u>happy</u> girl.
16. kept--We <u>kept</u> our shoes dry.
17. come--<u>Come</u>
18. what--<u>What</u> is your name?
19. those--<u>Those</u> are our toys.
20. show--<u>Show</u> us the way.
21. much--I feel <u>much</u> better.
22. sing--We will <u>sing</u> a new song.
23. will--Who <u>will</u> help us?
24. doll--Made a dress for the <u>doll</u>.
25. after--We play <u>after</u> school.
26. sister--My <u>sister</u> is older than I.
27. toy--I have a new <u>toy</u> train.
28. say--<u>Say</u> you name clearly.
29. little--Tom is a <u>little</u> boy.
30. one--I have only <u>one</u> book.
31. would--<u>Would</u> you come with us?
32. pretty--She is a <u>pretty</u> girl.

LIST 1

WORD	ELEMENT TESTED
1. not	Short vowels
2. but	
3. get	
4. sit	
5. man	
6. boat	Two vowels together
7. train	
8. time	vowel-consonant-e
9. like	
10. found	ow-ou spelling of our sound
11. down	
12. soon	long and short oo
13. good	
14. very	final y as short i
15. happy	
16. kept	c and k spellings of the k sound
17. come	
18. what	wh, th, sh, ch, and ng spellings and ow spellings of long o
19. those	
20. show	
21. much	
22. sing	
23. will	doubled final consonants
24. doll	
25. after	er spelling
26. sister	
27. toy	oy spelling of long a
28. say	ay spelling of long a sound
29. little	le ending
30. one	Non-phonetic spellings
31. would	
32. pretty	

LIST 2

1. flower	ow-ou spellings of ou sound, er ending, the spelling
2. mouth	
3. shoot	long and short oo spelling
4. stood	
5. while	wh spelling, vowel-consonant-e
6. third	th spelling, vowel before r
7. each	ch spelling, two vowels together
8. class	double final consonant
9. jump	c spelling of k sound
10. jumps	addition of s, ed, ing; j
11. jumped	spelling of soft g sound
12. jumping	
13. hit	doubling final consonant
14. hitting	before ing
15. bite	dropping final e before ing
16. biting	
17. study	changing final y to i
18. studies	before ending
19. dark	er, est endings
20. darker	
21. darkest	
22. afternoon	compound words
23. grandmother	
24. can't	contractions
25. doesn't	
26. night	silent gh
27. brought	
28. apple	le ending
29. again	Non-phonetic spellings
30. laugh	
31. because	
32. through	

DIAGNOSTIC SPELLING TEST

LIST 2

WORD — Illustrative sentence

1. flower--A rose is a flower.
2. mouth--Open your mouth.
3. shoot--Joe wants to shoot his new gun.
4. stood--We stood under the roof.
5. while--We sang while we marched.
6. third--We are in the third grade.
7. each--Each child has a pencil.
8. class--Our class is reading.
9. jump--We like to jump rope.
10. jumps--Mary jumps rope.
11. jumped--We jumped rope yesterday.
12. jumping--The girls are jumping rope now.
13. hit--Hit the ball hard.
14. hitting-John is hitting the ball.
15. bite--Our dog does not bite.
16. biting--The dog is biting on the bone.
17. study--Study your lesson.
18. studies--He studies each day.
19. dark--The sky is dark and cloudy.
20. darker--This color is darker than that one.
21. darkest--This color is the darkest of the three.
22. afternoon--We may play this afternoon.
23. grandmother--Our grandmother will visit us.
24. can't--We can't go with you.
25. doesn't--Mary doesn't like to play.
26. night--We read to Mother last night.
27. brought--Joe brought his lunch.
28. apple--An apple fell from the tree.
29. again--We must come back again.
30. laugh--Do not laugh at other children.
31. because--We cannot play because of the rain.
32. through--We ran through the yard.

INVENTORY OF INTERESTS AND ATTITUDES

1. What games do you like to play best?
2. With whom do you like to play?
3. Do you like to play with your brothers and sisters?
4. Do you have as much time to play as you would like?
5. Do you have any pets?
6. Do you have any hobbies.
7. Do you belong to any clubs or organizations?
8. Do you go to Sunday School or Church?
9. Do you have an allowance?
10. Do you earn any spending money in addition to your allowance?
11. What do you do with your money?
12. How often do you go to the movies?
13. What kind of movies do you like?
14. Do you like to listen to the radio?
15. What are your favorite programs?
16. What would you like to do when you grow up?
17. Do you like school?
18. What subjects do you like best? Why?
19. What subjects do you like least? Why?
20. If you could have three wishes, what would they be?
21. Do you like to pretend that you are someone else, or that you are doing something else?
22. Do you like to have someone read to you? Who?
23. Do you enjoy reading to yourself?
24. What kinds of stories do you like?
25. Do you have any books that are your own?

MOTIVATION: SUGGESTED MOTIVATORS

1. Frequent praise and encouragement. (This cannot be said too often)
2. High interest subject matter such as pirates, racing cars, dinosaurs, space flights, volcanoes, etc.
3. Color itself is a strong motivator. Use and allow children to use colored paper, markers, pencils, chalk, etc.
4. Use stars, stamps, seals, etc. on completed work.
5. Humor , appropriately mixed into classroom lessons, makes children and teacher feel warm and happy. Don't be glum!
6. Success, as opposed to mistakes, is essential to rapid progress.
7. Friendly competition between two or more groups of children.
8. A positive, helpful, mistake-analyzing approach to students' work. Do not be critical; praise for effort and help student find out where, why and how he went wrong.

* *Ideas taken from Motivation Managment Materials by Alex and Maryl Bannatyne*

REWARD PREFERENCE INVENTORY

NAME _____

GRADE _____ BOY_____ GIRL _____

_____

_____

R - INVENTORY

Suppose that you have worked hard on an assignment and you think that you have done a good job. Which one of two things below would you most like to have happen?

_____ TEACHER GIVES YOU A GOLD STAR.
_____ A FRIEND SAYS HE LIKES YOU.

If you choose the gold star, mark an X in the blank in front of the statement about the gold star. If you like what your friend would say best, mark an X in the blank in front of that sentence.

On the next two pages are pairs of the things that might happen after you have done a good job or finished your work. Choose on of each pair that you would like best and mark an X in the blank that comes in front of it. Mark only one blank for each pair. Do you understand? Are there any questions?

WHICH ONE OF EACH PAIR DO YOU LIKE BEST?

___ 1. Teacher writes "100" on your paper.
___ Be first to finish your work.
___ 2. A package of bubble gum.
___ Students ask you to be on their team.
___ 3. Be free to do what you like.
___ Teacher writes "100" on your paper.
___ 4. Students ask you to be on their team.
___ Be first to finish your work.
___ 5. Be free to do what you like.
___ A package of bubble gum.
___ 6. Teacher writes "100" on your paper.
___ Students ask you to be on their team.
___ 7. Be first to finish your work.
___ Be free to do what you like.
___ 8. A package of bubble gum.
___ Teacher writes "100" on your paper.
___ 9. Students ask you to be on their team.
___ Be free to do what you like.
___ 10. Be first to finish your work.
___ A package of bubble gum.
___ 11. Teacher writes "A" on your paper.
___ Be the only one that can answer a question.
___ 12. A candy bar.
___ Friends ask you to sit with them.
___ 13. Be free to go outside.
___ Teacher writes "A" on your paper.
___ 14. Friends ask you to sit with them.
___ Be the only one that can answer a question.
___ 15. Be free to go outside.
___ A candy bar.
___ 16. Teacher writes "A" on your paper.
___ Friends ask you to sit with them.
___ 17. Be the only one that can answer a question.
___ Be free to go outside.
___ 18. A candy bar.
___ Teacher writes "A" on your paper.
___ 19. Friends ask you to sit with them.
___ Be free to go outside.
___ 20. Be the only one that can answer a question.
___ A candy bar.
___ 21. Teacher writes "Perfect" on your paper.
___ Have only your paper shown to the class.
___ 22. An ice cream cone.
___ Classmates ask you to be class leader.
___ 23. Be free to play outside.
___ Teachers writes "Perfect" your paper.

___ 24. Classmates ask you to be class leader.
___ Have only your paper shown to the class.
___ 25. Be free to play outside.
___ An ice cream cone.
___ 26. Teacher writes "Perfect" on your paper.
___ Classmates ask you to be class leader.
___ 27. Have only your paper shown to the class.
___ Be free to play outside.
___ 28. An ice cream cone.
___ Teacher writes "Perfect" on your paper.
___ 29. Classmates ask you to be class leader.
___ Be free to play outside.
___ 30. Have only your paper shown to the class.
___ An ice cream cone.
___ 31. Teacher writes "Excellent" on your paper.
___ Have your paper put on the bulletin board.
___ 32. A soft drink.
___ Friends ask you to work with them.
___ 33. Be free to work on something you like.
___ Teacher writes "Excellent" on your paper.
___ 34. Friends ask you to work with them.
___ Have your paper put on the bulletin board.
___ 35. Be free to work on something you like.
___ A soft drink.

___ 36. Teacher writes "Excellent"
___ on your paper.
___ Friends ask you to work
___ with them.
___ 37. Have your paper put on the
___ bulletin board.
___ Be free to work on something
___ you like.
___ 38. A soft drink.
___ Teacher writes "Excellent"
___ on your paper.
___ 39. Friends ask you to work
___ with them.
___ Be free to work on something
___ you like.
___ 40. Have your paper put on the
___ bulletin board.
___ A soft drink.

REWARD PREFERENCE STATEMENTS:

Adult Approval (AA)
1. Teacher writes "100" on your paper.
2. Teacher writes "A" on your paper.
3. Teacher writes "Perfect" on your paper.
4. Teacher writes "Excellent" on your paper.

Competive Approval (C)
1. Be first to finish your work.
2. Be the only one that can answer a question.
3. Have only your paper shown to the class.
4. Have your paper put on the bulletin board.

Peer Approval (P)
1. Students ask you to be on their team.
2. Friends ask you to sit with them.
3. Classmates ask you to be class leader.
4. Friends ask you to work with them.

Independence Rewards (I)
1. Be free to do what you like.
2. Be free to go outside.
3. Be free to play outside.
4. Be free to work on something you like.

Consumable Rewards (CR)
1. A package of bubble gum.
2. A candy bar.
3. An ice cream cone.
4. A soft drink.

REWARDS: SUGGESTED REINFORCERS

SPECIAL AFTERNOON ACTIVITIES

SPORTS
DANCING
SCULPTURE
MURALS
POTTERY
GARDENING
MUSIC
TABLE GAMES
LIBRARY READING
FIELD TRIPS
NEWSPAPER PUBLICATION
PHOTOGRAPHY
MOSAICS
CONSTRUCTIONAL TOYS
GYMNASTICS
3-D DIORAMAS
SPECIAL FILMS
CLASS PARTIES
TALENT SHOW

USING SPECIAL EQUIPMENT

FILMSTRIP VIEWERS/PROJECTORS
SLIDE VIEWERS/PROJECTORS
3-D VIEWERS
TAPE RECORDERS
RECORD PLAYERS
TELEVISION
VIDEO TAPE

BOOKS

GOOD QUALITY COMIC BOOKS
OTHER INTERESTING BOOKS
MAKING BOOKS

EDUCATIONAL TABLE GAMES

SCRABLE
LEXICON
KEY SPELLING
KEY MATHEMATICS
CHECKERS
CHESS
CARD GAMES
DICE GAMES
MONOPOLY
PARCHEESI
CAREERS
CONCENTRATION
BINGO
LOTTO
TIC TAC TOW
SPILL AND SPELL

FREE TIME

Ideas taken from Motivation Management Materials by Alex and Maryl Bannatyne

CLASSROOM MANAGEMENT: in a NUTSHELL

1. Specify in a positive way the rules that are the basis for your reinforcement. Emphasize the behavior you desire by praising children who are following the rules. Rules are made important by providing reinforcement for following them.
   Rules may be different for different kinds of work, study, or play periods.
   Limit the rules to five or less.
   As the children learn to follow the rules, repeat them less frequently, but continue to praise good classroom behavior.

2. Relate the children's performance to the rules. Praise behavior, not the child. Be specific about behavior that exemplifies paying attention or working hard: "That's *right*, you're a hard worker." "You watched the board all the time I was presenting the example. That's paying attention." "That's a good answer. You listened very closely to my question." "Jimmy is really working hard. He'll get the answer. You'll see."
   Relax the rules between work periods. Do not be afraid to have fun with your children when the work period is over.

3. Catch the children being good. Reinforce behavior incompatible with that which you wish to eliminate. Reinforce behavior that will be most beneficial to the child's development. In the process of eliminating disruptive behavior, focus on reinforcing tasks important for social and cognitive skills.

4. Ignore disruptive behavior unless someone is getting hurt. Focus your attention on the children who are working well in order to prompt the correct behavior from the children who are misbehaving.

5. When you see a persistent problem behavior, look for the reinforcer. It may be your own behavior.

*Ideas on the following pages taken from "Teaching: A Course in Applied Psychology" by Wesley Becker, Siegfried Engelmann, and Don Thomas

WHAT IS SUCCESS?

GRANNY SEZ:

GRANDMA'S RULE

You do what I want you to do, before you get to do what you want to do.

First you work, then you play.

To teach a child to carry out his responsibilities, require a less preferred activity to come before a more preferred activity (fun).

Activities a child likes to do can be used to reinforce doing things he cares less about.

Activities can be used as reinforcers.

Grandma's Rule

The following are examples of Grandma's rule. See if you can figure it out.

"You may go home when you finish your assignment."

"When the whole class is quiet and seated, we can go out to recess, a row at a time."

"Jimmy, you raised your hand, so I'm going to call on you to answer."

"Alice is all finished. She can help me hand out these corrected papers."

"Those who score 100 percent on this spelling test may go out to recess five minutes early today."

"Archibald's row is quiet and ready. They may go to lunch first."

"Jeff has been working hard. He can clean the erasers for me today."

"When everybody is seated at the table and quiet, rather will say grace and then we can eat."

The next two examples are NOT examples of Grandma's rule.

"You can go play if you will do your homework later."

"We'll have an extra five minutes of recess if you will work harder when we get back to class."

PEOPLE NEED PEOPLE

PRAISE

Praising Words and Phrases

Good.
That's right.
Excellent.
That's clever.
Exactly.
Fine answer.
Good job.
Good thinking.
Thank you.
I'm pleased with that.
Great.
That shows a great deal of work.
You really pay attention.
You should show this to your parents.
I like that.
Show the class your picture.
That's interesting.
See how well Joan is working.
Jimmy got right down to work after recess; he's going to finish on time.
Let's all give John a round of applause.
That was very kind of you.

Facial Expressions

Smiling
Winking
Nodding up and down
Looking interested
Laughing

Nearness

Walking among students
Sitting in their group
Joining the class at recess
Eating with the children

Physical Contact

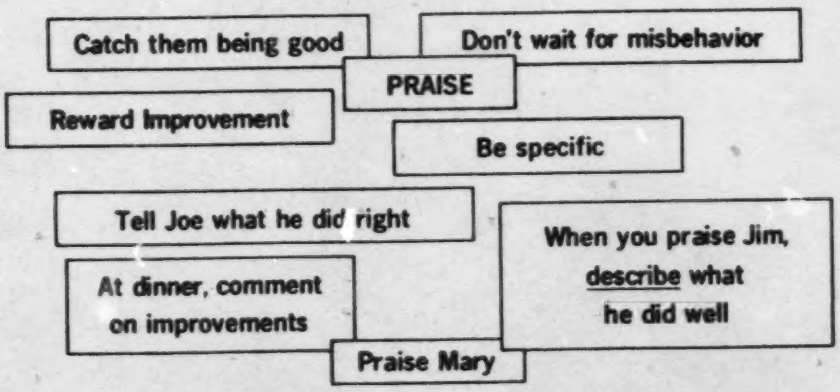
Touching
Patting head, shoulder, or back
Hugging
Holding on lap
Stroking arm
Shaking hand
Holding hand

Making Praise Work

Dr. Haim Ginott, author of *Between Parent and Child*, has pointed out that too often what we consider praise is not reacted to by the child as such. Take a child who has been repeatedly told he is stupid and who has failed often. He is not likely to be overwhelmed with joy by a teacher telling him, "You are smart." The praise statement doesn't fit with his own experience. On the other hand, if this same child has been working hard for twenty minutes to complete ten long division problems and he gets them all done correctly, he might believe a statement like this: "I saw you working hard on your arithmetic for twenty minutes. I've checked every problem and every one is right. And you know, your writing is really neat and clear." This statement simply *describes* what the child did and shows appreciation by the detailed attention given to the child's work or behavior. Ginott says it's usually better to make praise *descriptive* rather than *evaluative. Describe – don't judge.*

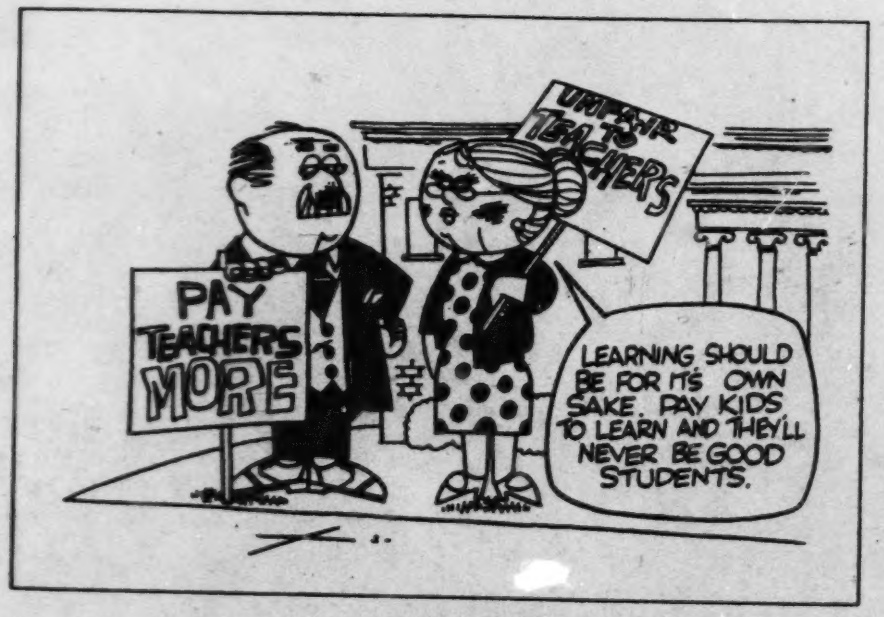
SIGNS

Put up signs to remind yourself to praise. One teacher placed a number of signs on the wall behind the small group of children she was teaching. She could see the signs but the children could not. The signs said:



procedures 1 2 3

1. *Give clear signals.* Specify the desired behavior. Make your rules clear, so that the children will know what is expected of them. Repeat the rules as necessary.
2. *Ignore disruptive behavior.* Do not attend to the behavior you wish to weaken. Get involved with other children showing behavior you wish to strengthen. Praise a child showing behavior incompatible with the disruptive behavior. Play deaf and dumb.
3. *Praise the children for improvement in behavior.* Catch the children being good, rather than bad. Tell them what it is you like that they're doing. Award privileges to those showing good behavior. For example, say "You can lead the salute because you are paying attention so well."



REWARD

"Why, That's Bribery."

The use of rewards with children is sometimes confused with bribery. What is the difference? Bribery refers to one or two things. With adults, bribery usually means paying someone to do something illegal. We certainly are not talking about that.

With children, bribery usually refers to the situation in which the child will not do something and the parent says, "Okay, Mary, I'll give you a dime if you'll do the dishes." Mary was supposed to do something. When she failed to do it, her mother upped the ante to get her to do it. That is bribery, and it is not a good procedure because Mary is being rewarded for not doing what she is supposed to do.

The use of rewards as proposed here involves setting up the conditions beforehand. "For this behavior, you can get this payoff." The children are awarded the payoff only if it is earned. If the terms are right, the children will do what we want them to and get rewarded for it. If the terms are wrong, we will have to revise them, but *not* while the child is misbehaving.

WATCH OUT FOR THE TRAPS

It's easy to get trapped into using reinforcers the wrong way. Consider the following examples:

1. To reduce thumbsucking, the child is reinforced for taking his thumb out of his mouth. Thumbsucking increases.
2. The child says, "I won't do the dishes." Mother says, "I'll give you a quarter if you do." Protesting increases.
3. By giving them candy, the teacher reinforces those class members who do not pay attention to Diane when she tantrums. Some class members tease Diane to make her tantrum more.

In each of the above cases, the objective was commendable, but the method reinforced an undesired behavior as part of the chain of events. In the first example, the child could not get reinforced for taking his thumb out of his mouth *unless he first put it in his mouth.* In the second example, the promise of a reinforcer (a quarter) *followed the protest behavior.* In the third example, the children could earn more candy *if they first made Diane tantrum.*

BE SMART–KNOW WHAT YOU ARE REINFORCING

Be Careful Not to Reinforce the Wrong Behavior

If a behavior is reinforced only now and then, it follows from what we know about intermittent reinforcement that such behavior is likely to be persistent.

If Jerome's tantrums are usually punished but sometimes get his parents or teacher to give in, the tantrums may become quite persistent.

Teachers or parents can accidentally train children into bad habits by occasionally giving in. To change an undesirable behavior, the teacher must be very consistent in not rewarding that behavior.

1. Immediate reinforcement is most effective. Delays can be overcome by telling the children what they did that you liked.
2. To get behavior going, reward every time. To keep it going, reward intermittently.
3. Avoid predictable reinforcement when persistence is desired.
4. Reward improvement.
5. Avoid occasionally rewarding undesired behavior.

Informal Token Systems

It is often necessary to devise more effective reinforcement systems for single children in the classroom. Here are some procedures that have been found to work.

EXAMPLES

1. Jimmy was agressive and did not complete class assignments. The teacher worked out a procedure with his mother so that Jimmy took a note home each day he worked hard and was cooperative. With a note Jimmy could watch TV for a specified period that evening. Without a note he could not. The note was a token or ticket earned for good classroom behavior which could be exchanged for the privilege of doing something Jimmy liked to do.

2. Aaron was a fourth-grade boy from a deprived background. He would not get down to work in class, preferring to dawdle or play with his friends. It was often reported that he hit younger children coming to and from school. Aaron earned check marks on the board, one check for every ten minutes of good working behavior. If he earned ten checks, he could spend thirty minutes in the kindergarten supervising younger boys in the use of carpentry tools. The younger children could use the tools only when he was there, so they appreciated his coming. Aaron learned to work in the classroom, and work cooperatively with younger children.

3. In one school, the problem of how to manage the children's rowdiness, fighting, and running when leaving school was solved by training the patrol boys to pass out colored chips to children who were well behaved. The class with the most chips each week got a pennant for its door.

4. Jack earned an X on the board for each half day he did not fight in class. Initially four X's earned a party for the whole class, and Jack became the means of a treat for everyone. Later he worked for ten X's, and so forth.

5. A number of teachers have had their class earn recess by showing good working habits. The general procedure is to determine about how long the available work time is and divide that by an average recess duration. Have the whole class then earn recess each day. For every 5, 8, 10, or 15 minutes of good working, one or more minutes of recess is earned. The formula should be set so that improved working will earn a slightly longer recess than is currently available free. Some teachers have found this procedure to be effective, while the contrary procedure of counting black marks that lead to losing recess often failed. The points-for-recess procedure can also be used with a single child in the class.

6. Kenny was being sent to see the social worker every time he had a tantrum or fought in class. Tantrums and fighting seemed to increase. After a discussion with the teacher and the social worker, it was decided that Kenny would have to earn time with the social worker by showing progressively improved classroom behavior. Tantrums and fighting decreased rapidly.

punishment

Effective punishment is given immediately.
Effective punishment relies on taking away reinforcers and provides a clear-cut method for earning them back.
Effective punishment makes use of a warning signal (usually words).
Effective punishment is carried out in a calm, matter-of-fact way.
Effective punishment is given along with reinforcement for behavior incompatible with the punished behavior.
Effective punishment is consistent and insures that the undesired behavior never receives reinforcement.

WHAT IS TIME OUT?

One is likely to associate time out with isolating a child from other people for a while. But isolation is not *necessarily* time out, nor is time out *necessarily* isolation. As noted before, time out refers to *time out from positive reinforcement*. If the classroom is not reinforcing, taking the child out of the classroom cannot be a time-out punishment. In fact, placing a child in the hall or sending him to the principal may be very reinforcing if special attention is given or peer status is enhanced. For the autistic child, isolation may be reinforcing. *Isolation is not time out. Time out consists of cutting off the possibility of all reinforcement for a period of time*. This may be done *in* the classroom with a dunce chair (chair in the corner), as long as the rest of the class is trained to ignore the child being punished. Time out might consist of taking away the child's programed reader for the rest of the reading period, because he was just looking up the answers and writing them in. Just sitting with nothing to do for twenty minutes while everyone else is learning can be a time-out punishment.

it's all here

a recap

MAKE TEACHING FUN

Use good material. Use plots that are exciting or funny to children.
Make your style an attention getter. Be interested and excited. Create drama and suspense by varying your pacing, rhythm, loudness, and pauses.
Have surprises. Hint at what's coming, but don't reveal everything at once.
Convert drills into games.
Deliberately make mistakes that the children can correct.

BE A GOOD REINFORCER

Praise the behavior, not the person. Make praise descriptive, not evaluative.
Set it up so that the things the children like to do are rewards for things you want them to learn.
Strengthen the reinforcers if social reinforcement and the activities available in the classroom are not enough to induce a desired change.
Try a token system. The key to a token system is to have some token that is easily given (paper, points, poker chips, marks, pennies, or marbles) that can be traded for a variety of rewards or rewarding activities. Remember to reinforce a lot in the beginning, and gradually reinforce less. Praise when you give out tokens.

WHEN YOU MUST PUNISH—

Punish immediately.
Rely mostly on taking away reinforcers and provide a clear-cut method for earning them back.
Make use of a warning signal.
Carry the punishment out in a calm, matter-of-fact way.
Give much reinforcement for behavior incompatible with the punished behavior.
Be consistent. Do not reinforce the punished behavior.

EXPECTANCY SCHEDULES

*Potential Academic Achievement of Children With Various IQ Levels

INTELLIGENCE QUOTIENT (I.Q.)														
C.A.	50	60	70	75	80	85	90	95	100	105	110	120	130	140
5-0				-1.25	-1.00	- .75	- .50	- .25	K.00	K.25	K.50	1.00	1.50	2.00
6	PRE-K	PRE-K	K.0	.50	.20	.20	K.40	K.70	1.00	1.30	1.60	2.20	2.80	3.40
7	PRE-K	K.0	K.0	K.25	K.60	K.95	1.30	1.65	2.00	2.35	2.70	3.40	4.10	4.80
8	K	K.0	K.0	1.00	1.40	1.80	2.20	2.60	3.00	3.40	3.80	4.60	5.40	6.20
9	K	K	K-1	1.75	2.20	2.65	3.10	3.55	4.00	4.45	4.90	5.80	6.70	7.60
10	K	K-1.0	1-2	2.50	3.00	3.50	4.00	4.50	5.00	5.50	6.00	7.00	8.00	9.00
11	K	1.0	2.0	3.25	3.80	4.35	4.90	5.43	6.03	6.35	7.10	8.20	9.30	10.40
12	K-1	1-2	2-3	4.00	4.60	5.20	5.80	6.40	7.00	7.60	8.30	9.40	10.60	11.80
13	1.0	2.0	3-4	4.75	5.40	6.05	6.70	7.35	8.00	8.65	9.20	10.60	11.90	13.20
14	1-2	2-3	4.0	5.50	6.20	6.90	7.60	8.30	9.00	9.70	10.40	11.80	13.20	14.60
15				6.25	7.00	7.75	8.50	9.25	10.00	10.75	11.30	13.00	14.50	16.00
16				7.00	7.80	8.60	9.40	10.20	11.00	11.80	12.60	14.20	15.80	17.40

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* Use this table to find out the approximate grade level on which a child is functioning. For example, a nine year old student with a 70IQ might be expected to work between a kindergarten and first grade level.

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